

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Non-Public School - 12PV85

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Ms. Georgette Richards

Official School Name: St. Edward-Epiphany School

School Mailing Address: 10701 W. Huguenot Road
Richmond, VA 23235-3301

County: Chesterfield State School Code Number*:

Telephone: (804) 272-2881 E-mail: grichards@seeschool.com

Fax: (804) 327-0788 Web site/URL: www.seeschool.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mrs. Francine Conway Superintendent e-mail:
fconway@richmonddiocese.org

District Name: Diocese of Richmond District Phone: (804) 359-5661

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Virginia Marchetti

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12PV85

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 25
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	21	19	40		6	21	22	43
K	22	23	45		7	13	24	37
1	39	20	59		8	20	15	35
2	22	26	48		9	0	0	0
3	15	33	48		10	0	0	0
4	17	31	48		11	0	0	0
5	16	25	41		12	0	0	0
Total in Applying School:								444

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
2 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 1%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	0
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2010	458
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 0%

Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%

Total number of students served: 65

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>25</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>40</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>19</u>	<u>3</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>10</u>
Total number	<u>33</u>	<u>17</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	98%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

12PV85

Located in the historically-rich Bon Air area of Richmond, Va., St. Edward-Epiphany Catholic School (SEES) is a vibrant, student- and community-focused school where children Pre-K through eighth grade learn and grow. Though we are a Catholic school, five percent of students are non-Catholic, and children of all faiths are welcome.

SEES celebrates “50 Years of Faith and Excellence” in 2011-12, and has evolved a long way from the “little school in Bon Air,” founded in 1961 with a staff of two nuns who taught first and second graders.

Fully accredited, SEES currently educates 448 students in grades Pre-K through eighth grade, with only two classrooms per grade level, and over fifty faculty and staff. Small class sizes and low student-to-teacher ratios reinforce the school’s close-knit community atmosphere. All teachers hold Virginia state certification, and forty-seven percent have fifteen or more years of teaching experience. Seven faculty members hold Master’s Degrees. Forty-two current families include at least one parent who is a St. Edward-Epiphany alumnus/a.

The school features a unique educational and faith-based curriculum, including a one-of-a-kind transitional first grade program, in-house learning disability resource and speech therapy programs, and advanced study opportunities in mathematics and Spanish—all designed to help every student learn and succeed.

Students, parents, and faculty live St. Edward-Epiphany’s mission—*Educating* the whole child, *Developing* close personal relationships with God, and *Providing* challenging, well-rounded curriculum through collaboration—every day.

As part of their weekly schedule, students visit the school library, computer lab, and enjoy art and music classes. Five iPads assist transitional first grade and learning-challenged students in integrating their senses and thinking processes. Students enjoy frequent field trips to many of Richmond’s historical monuments, sites and museums, as they experience hands-on learning related to classroom curriculum.

After-school activities at SEES include a variety of sports for girls and boys of all grade levels. Special interest clubs designed to broaden each student’s world view focus on journalism, music, geography, the environment, social justice, finances, and scouting.

Offered for six weeks beginning each February, the school’s “Kaleidoscope” enrichment program offers new experiences in science, art, dance, drama, culinary arts, and more. “Kaleidoscope” received the 1997 Concilium Award for Program of the Year.

At SEES, a strong tradition of charity lives on with each generation. At the beginning of every school year, each grade chooses a charitable outreach for which to raise funds. Faith formation continues as a foundation of the school, with daily religion classes, prayer services, sacred scripture, monthly liturgies, and other community outreach activities that involve children and their families.

Originally founded as Saint Edward’s School, the school changed its name to St. Edward-Epiphany Catholic School in 1979, when it transcended to serve both Saint Edward Church and Church of the Epiphany. The school now serves children regionally from the Catholic parishes of Saint Edward, Epiphany, Saint John Neumann, Sacred Heart, Saint Augustine, and Saint Gabriel, none of which administrate their own parish schools.

SEES established its kindergarten in 1980, and preschool in 1981. Since Georgette Richards became principal in 1986, the annual school budget has grown from \$797,000 to over \$2 million.

At SEES today, parent and family involvement remains key. Parents set the example of community involvement for their children, as they volunteer at lunch and in the classrooms, and work to raise funds for the school's special events and future endeavors. In 2010-11, the volunteer-led Home and School Association donated over \$100,000 to the school directly from its fundraising efforts. Construction on the school's new athletic "Field of Dreams" will begin in 2012, and students and neighbors look forward to this multi-use space for athletic events and outdoor gatherings.

The school's annual 5K Eagle Challenge fundraiser, first raced in 2007, now boasts over 400 registered runners from the school and surrounding communities, and is *USA Track & Field* certified. A wildly popular Grandparents' Day hosts over 600 grandparents each year during Thanksgiving week, joining all together in a sense of community.

Separate from parent-sponsored fundraisers and now in its fourth year, the school's Annual Fund continues to grow and ensures a strong future for all students. In 2009, a part-time development director joined the school's staff, and communicates with stakeholders through biannual newsletters, e-mail blasts, the school web site, and social media. Alumni outreach has become an important part of building The Annual Fund, and the school welcomes alumni as part of its community. Tuition assistance is often provided to students directly from the school, and tuition discounts are granted to families with multiple students.

St. Edward-Epiphany Catholic School remains constantly committed to superb student education and devoted community, as it celebrates "50 Years of Faith and Excellence," today, and for years to come.

1. Assessment Results:

A.

Determining acceptable performance levels on the Terra Nova reflect the balance of curriculum design, test norms, and quality instruction. Input from the diocese through the Master Curriculum Council provides the Consensus Curriculum as a basis for subject area content presented at each grade level. The SEES teachers use the designed curriculum as a starting point, making adjustments to the grade level content as needed to best prepare students for the Terra Nova test. The experience and professionalism of the faculty in integrating test results and diocesan input, allow us to establish a high acceptable performance range of 75-80th percentiles across all subject areas. This translates to well above the required Terra Nova student percentile equivalent for the 85th school percentile.

Highlights, by grade, over the past five years include the first and seventh grade averages in math higher than 89 with the smallest standard deviation of 1.6. In reading, the highest averages were in first (89.4) and fifth (85) grades with a low standard deviation of 2.4. Grades two and three showed a marked improvement over their lowest scores received in 2007. This result is primarily attributed to teacher turnover. Grade four showed improvement in mathematics over its 2008 scores. This was due to the ability of the faculty to adjust the consensus curriculum to the newly normed and formatted Terra Nova (3rd edition) test.

B.

Prior to 2009, St. Edward/Epiphany School (SEES) administered the Terra Nova Standardized Test, second edition, to all grades one through seven. In 2009, the Office of Catholic Schools in the Diocese of Richmond adopted the newly normed Terra Nova Standardized Test, third edition for all its elementary schools. All grades one through seven now receive the third edition version of the Terra Nova. The achievement test provides norm-referenced and criteria-referenced data for both individual students and grade levels.

The faculty meets during in-service week before the beginning of the school year and uses the test results combined with former teacher observations to identify strengths and weaknesses of individual students as well as effective teaching techniques that each grade level teacher can use in the upcoming year.

Students in grades one, two, four, and, six use the complete battery test which provides data reflecting student achievement and mastery of subject area content. Students in grades three, five, and, seven receive the Multiple Assessment test which also includes the In View. The In View test provides data reflecting student cognitive development and an anticipated performance score for the achievement portion of the Multiple Assessment test. The In View allows faculty and administration to analyze data not directly driven by curriculum content.

Over the past five years, SEES assessment results have consistently met or exceeded the Blue Ribbon School cut score requirements and diocesan target achievement percentiles. Based on the edition of the Terra Nova test being reported, the U.S. Department of Education cut score requirements for mathematics range from 70-71 (second edition) and 66-72 (third edition-Spring). For reading the cut score requirement is 71-73 (second edition) and 65-73 (third edition-Spring). The data presented in Part VII of this application reflect an average in mathematics of 81 and an average in reading of 83 over the five years span and an average for both mathematics and reading of 83 for last test year tested.

In math, the first grade and the seventh grade test averages are the highest of all other grade levels. Both grades had averages higher than 89 and both grades were consistent over the five years with the smallest standard deviations of 1.6. In reading the highest grade averages were first and fifth with scores of 89.4 and 85. Both grades are also consistent with low standard deviations of 2.4 over the five year period.

This demonstrates the consistency of performance shown by our students as they respond to increased curriculum demands as well as newly formatted standardized tests. Further data analysis also proved the consistency in single classrooms of students over time as they progressed through grade levels. Increased expectations by the diocese, advancements in the use technology, and, fluidity of curriculum requirements with changes to reading, social studies, and mathematics over the past three years, have made maintaining high student performance a challenging task. Consistency, in this case, at this high level of performance, is commendable.

The diocese releases comparative percentiles to each school listing the school percentiles and diocesan-wide average percentiles from the Terra Nova for each individual subject area by grade and a total skills percentile comparison for the school and the diocese. SEES has consistently scored at or above the diocesan average.

The SEES student assessment process begins with testing all new applicant students from pre-kindergarten through eighth grade to determine if the student/school match is compatible and to identify potential challenges to a student's success.

2. Using Assessment Results:

A.

At the onset of the school year teachers carefully review and analyze Terra Nova Test results which provide an assessment of the educational strengths and needs of our students. Identification of skills which require reinforcement for mastery of grade-level content is essential so that the appropriate instructional strategies are developed to achieve curriculum goals. After closely examining each strand of the data, the School Learning Plans are collaboratively designed by the teaching teams; these plans delineate methods which directly correlate with the students' needs or deficiencies. The teaching teams reference previous action plans to determine the effectiveness of the strategies used in prior grades. Because these plans are flexible, as goals are met, plans are revised based on assessed progress.

The administrative team utilizes test data on a continuous basis as a tool for student and teacher evaluation. The Learning Plans are perused by them to determine the relevancy to both the diocesan curriculum and the current test results. Goals are stated in a measurable format to clearly indicate the frequency of implementation. The goals are then incorporated into daily lesson plans and specific teaching strategies are employed to promote students' achievement with attention given to differences in learning styles and modalities. Daily/weekly in-class assessments are essential in monitoring the mastery of concepts and skills.

Because the curriculum is modified specifically to meet students' needs, the formation of homogeneous class groupings is contingent upon test data as well. Data is considered when servicing students with special needs and placing students in preschool and kindergarten. Additionally, the placement of students in math and reading groups is dependent upon standardized test scores; current student performance and teacher recommendations. Flexibility is an important consideration as students move in accordance with observed progress.

B.

It is essential that our parents, students, and the community are informed of what occurs in our school with regards to academic achievements. Because our successes are dependent upon the combined efforts of all those connected to the school, the partnerships are enhanced when open communication is maintained. We, therefore, welcome opportunities to inform our families and the community who are the primary stakeholders of St. Edward-Epiphaney Catholic School.

Communication with parents occurs in numerous formats. Teachers use emails, phone calls, and written messages, to ensure that parents are informed. Pre-K through grade three teachers also communicate through the use of grade-level newsletters. On a weekly basis, students in grades four through eight receive the Skinny Sheet which lists the assignments returned to students during that particular week. The Red and White Folders are another source by which weekly information is disseminated. In addition, the school's website is a very valuable source of information which is available to the school family and the community at large. Websites have also been established by individual teachers which are not only beneficial in providing details related to curriculum planning but are also updated to share achievements of interdisciplinary units of study.

Achievements are further addressed with the interims, report cards, and criterion-referenced scores. Interims are sent home at the mid-point of the grading period; teachers use this means of communication to write specific notes to parents relevant to their child's progress. Report cards, sent at the end of the nine weeks, are additionally annotated with comments from the principal. Teachers and staff members also conference with parents and students to keep them abreast of achievements. Sharing the TerraNova test results with parents and students is another means of communicating student performance. The test results, released in the spring, are invaluable for placement and are useful predictors of future progress.

SEES strives to recognize all students for their hard work and successes, both in and out of the academic environment. In addition to individual student progress, students are recognized for various awards and honors. Recent accomplishments include Geography Bee Finalists, University of Richmond Math Competition participants, and students selected for the Math Science Innovation Center Summer Program. Honor roll students are recognized quarterly for their commitment to academic achievement, and at the end of the school year students are recognized for their successes at the annual awards ceremony. Many of our eighth-graders are the recipients of scholarships for high school, and many are accepted into Chesterfield County Specialty Centers, the Governors Schools, and other private schools.

Saint-Edward proudly shares achievements in its monthly newsletter, *On Eagle's Wings*, and the school was recently featured in *The Catholic Virginian* relative to the fiftieth anniversary celebration. *The Catholic Virginian* also annually releases test information noting that our school consistently performs well in comparison to other Catholic schools. SEES also communicates with the school community during monthly HSA meetings and through parish bulletins. A newly-organized student newspaper is our most recent means of communication.

3. Sharing Lessons Learned:

St. Edward-Epiphaney School often shares successful strategies with other schools.

At the annual diocesan conference, teachers share and discuss strategies with teachers of the same curriculum. Teachers meet with administrators and fellow teachers to discuss problems, concerns, and successes which they have experienced in their classes. Experienced teachers, as well as new teachers, gain from these discussions. Strategies to make classes more interesting as well as facilitate learning, strategies that use manipulatives to enhance learning, and strategies that improve test taking are often

discussed. SEES teachers are always active participants in the discussions explaining how certain tactics have benefited their classes. Many SEES teachers have served as facilitators in the discussions. Topics discussed by our math teachers include how to improve diocesan exam scores and make algebra easier for students to learn. These include how small incentives and challenges can be used to motivate students to work to their full potential and actually enjoy the classes even more. Language arts teachers also participated by sharing methodology which has facilitated student learning, enhanced reading comprehension, improved vocabulary, grammar development and writing skills.

Our algebra teacher has participated in the diocesan exam grading where algebra teachers meet to grade the annual algebra exam. Here ideas on improving classes are usually discussed as well. Several math teachers have attended the Math Field Day at the University of Richmond where math teachers have discussed beneficial techniques. All of these discussions are then shared in school math meetings to allow SEES teachers to benefit from the findings.

St. Edward-Epiphaney School teachers have received numerous grants in past years due to their creative and innovative teaching and have shared their ideas with the school community. Some of our teachers have served on the Diocesan Curriculum Councils developing new diocesan guidelines for different curriculums. Our school started a diocesan unique transitional first grade to aid students who weren't quite ready for first grade, resulting in an increased interest in our school and benefiting many students over the years. Many of these achievements have been mentioned in local newspapers as well as the school newsletter, school website, and e-mails to parents.

St Edward-Epiphaney School continues to be an excellent school known for its high standards and devotion to their students. Receiving the Blue Ribbon Status would validate our level of success.

4. Engaging Families and Communities:

Schools that incorporate the home, school, and community philosophy into their environment create an atmosphere, both in school and out of school, for students to be successful. St. Edward-Epiphaney School values the relationships with families and communities. As such, SEES engages families and communities in many areas of their learning environment.

SEES engages families from the beginning. Students and parents are invited to arrive at school for Book Day, where they drop off supplies, pick up books, and most importantly meet their teachers and visit their classrooms. Parents are invited to spend an evening in their child's classroom during the second week of school to meet teachers and discover the expectations of both them and their children. Throughout the year, families are invited in for unique celebrations in kindergarten through eighth grade. Each month, mass is celebrated with the community and families. Students from each grade have the opportunity to participate in the mass, while families and community members join in. Sixth, seventh, and eighth grade students are paired with pre-k and kindergarten students to provide support and act as role models during mass. In November, a Grandparents Day tea is held during which eighth graders are given the opportunity to serve grandparents and students.

The SEES community is a valuable resource for our school. Community speakers such as doctors, priests, and bone specialists provide a unique opportunity for students to learn from respected members of their community. SEES works with an outside vendor to provide additional support for students as well. A study skills workshop is widely used by many sixth through eighth graders, and our relationship with VCU and their occupational therapy department benefits both VCU and SEES students. SEES provides a six-week after school program in February, Kaleidoscope, run by both teachers and community members as well. A variety of workshops are conducted during that time period for all students of SEES.

St. Edward-Epiphaney maintains that meaningful relationships must exist between schools, families and communities for students to be successful. Parents, students, teachers, and the community of SEES work together consistently to provide such a learning environment for their students.

1. Curriculum:

St. Edward-Epiphany School (SEES) educates the whole child by nourishing them intellectually, spiritually, emotionally, physically, and socially. To achieve this, teachers follow the rigorous Consensus Curriculum based on national standards and established by the Diocese of Richmond. Educators choose numerous methods to insure that students acquire knowledge, strategies, and skills, but are also able to apply them as self-learners. Differentiation at all levels helps treat children as individuals and achieve their highest potential.

The **physical education** and **health** department teaches numerous sports throughout the year culminating in a two-day Olympics event for fifth-eighth graders and a field day for younger students. In the seventh and eighth grade health program students study personal, social, mental, and physical health with guest speakers highlighting topics.

The **art** program introduces students to art and art history through integrated, multicultural, and hands-on methods while at the same time collaborating with classroom teachers on projects. Students are engaged in explorations that allow them to create, reflect on, interpret, and evaluate art. Students also have opportunities to attend after-school lessons, publicly exhibit work in the school and local businesses, and tour the local art museum.

Spanish is taught in grades four through eight with seventh and eighth grade completing Spanish 1 for high school credit. SEES is in compliance with the program's foreign language requirements. Material is presented through improvisation, videos, modeling and repetition, and analyzing *realia*. Students engage in dialogue creation, performance, and group work. The teacher collaborates with core instructors to integrate Spanish culture into the classroom. During Hispanic Heritage month she visits grades PreK-3, reading bilingual stories to the classes.

Drama is part of the fourth grade curriculum with two performances occurring yearly. Other grade levels use drama to enhance reading and social studies units.

Technology classes are taught in grades in K-8th following the guidelines of the Diocese's Technology Plan for Schools which include required competency levels that vary by grade. Instruction includes basic operations and concepts, social, and ethical issues, as well as using technology for research, problem solving, and decision making.

Our cross-curricular **reading** program creates purposeful readers with strong skills in phonics, receptive and expressive language, comprehension and written expression. In addition, varied teaching strategies and resources enrich advanced readers' skills.

Life, earth, and physical **sciences** are taught in all levels with a focus in eighth grade on chemistry and physics. Instructions in the scientific method and hands-on approaches help student develop skills and knowledge culminating biannually in a school-wide science fair.

Weekly **music** classes are provided through sixth grade. Students learn appreciation, the basics of musical styles, and theory. The student choir comprised of grades five through eight participates monthly in liturgies. In addition, students participate annually in two performances incorporating costumes, singing, and movement.

The **social studies** curriculum is enriched with hands-on and activity-based experiences. At the primary level, field trips to local historical sites, cultural events, and museums give students a first-hand experience. Theatre performances, black history presentations, and readers' theatre experiences involve children in retelling the stories of history. History is integrated into the language arts through the study of relevant historical fiction. Biannually, the school presents a social studies fair with projects from all grade levels, and students compete in the national Geography Bee.

In addition to these specifics, St. Edward-Epiphany also provides an after-school care program that involves enrichment activities for the students. The school has clubs that meet covering such topics as journalism, environmental awareness, geography, pleasure reading, and social justice. These activities provide an opportunity for students to develop leadership skills and a budding social conscience.

2. Reading/English:

At SEES, integrated language arts programs have been implemented to facilitate the learning styles and reading levels of our students. Two complimentary programs have been combined to address the need for intense phonological and morphological instruction along with literature to promote expression, fluency, comprehension, writing and appreciation of varied genres. This integration was charted by the reading committee and developed by grade level. Instructional modules include Saxon Phonics which provides structured skill development in K–2nd grades, and the 2011 Harcourt reading, Storytown, for K-5th grades which offers students content area and multi-cultural reading material of varied genres. This Harcourt program provides practice in phonics skills in context, enriches vocabulary, and develops reading comprehension skills and writing. Integration is seen in first grade during the fairy tale study. As students learn Anglo-Saxon history, the history of the morphological impact on present-day English is discussed while students find the consonant blends, digraphs, and prefixes, and map the fairy tales' countries of origin.

Based on student needs, students may work in flexible small groups or receive inclusion-based or pull-out assistance from reading specialist, learning disability and speech/language resource professionals on site. Teachers may access materials in a teacher-created Book Room consisting of leveled readers, content books and novels. These supplement the tiered instructional program providing additional materials and resources to reach across the educational spectrum from remediation to higher-ordered thinking and comprehension for our Advanced Enrichment program.

The sixth to eighth grade curriculums are literature-based providing opportunities to explore varied genres, discussing cross-curricular topics and fostering comprehension. The writing process is an integral part of this program. Novel, author and period studies offer students valuable connections between content areas. Literature selections are catalysts for content area classes and we continue to enhance these strategies. As an example, in sixth grade students read *Ghost in Tokaido Inn* during the social studies study of samurai Japan and *Homeless Bird* during the study of India.

The curriculum is also enriched by the inclusion of thematic art and music. Technology is utilized to reinforce concepts, develop word processing skills, and research. In addition, our librarian supports classroom studies with her literature selections and activities. Tiered formal assessments and informal assessments are used, providing detailed information on which student instruction can be based. The goal is to create motivated readers with strong foundational skills in phonics, receptive and expressive language, writing and comprehension.

3. Mathematics:

St. Edward-Epiphany School (SEES) is committed to a strong math program designed to meet the diverse learning needs of its students. Utilizing manipulatives, small groups, and technology, teachers engage students in lessons designed to meet the needs of the advanced student as well as those working at, or

below grade level. In 2010, SEES adopted the Math Connects series published by Macmillan McGraw Hill. This series meets the national standards for mathematics, as well as, the mathematic standards for the Diocese of Richmond.

At the pre-primary level, beginning math concepts are introduced through whole group and center activities. Students learn number recognition, sequence, patterns, and shapes. Emerging skills, including counting and comparing values, are explored in centers and small group settings.

Small group work continues at the primary level (Grades T-1 to 3), enabling students to work and excel at their individual levels. A primary teaching assistant provides one-to-one or small-group assistance for students needing reinforcement of skills. Manipulative materials including two-sided counters, base ten rods and cubes, fraction pieces, and three-dimensional geometric shapes help with this process and provide a hands-on approach to understanding and practicing basic concepts. Teachers provide accommodations and modifications as needed to help each student succeed.

In the intermediate and junior high grades (4-8), students work in leveled classes. Advanced math placement is offered to qualified students whose knowledge and skills exceed their present grade. Students achieving at, and above, grade level are encouraged to develop grade-appropriate computation skills, and challenged to increase their critical thinking through the application of those skills. All math classes utilize technology for meeting individual needs, as well as, reinforcing learning. Laptop computers are used to access the textbook website, providing a wide variety of activities for skill practice and review.

In the junior high (Grades 7-8), Algebra 1 and geometry are offered for high school credit. Teachers use calculators and real-world experiences to make math relevant to the lives of their students. Pacing of instruction is varied to meet the needs of each level. Students requiring additional assistance are given many opportunities to have one-to-one instructional time with their teacher, including before and after school.

The math program at St. Edward-Epiphany School is designed to ensure students develop a strong foundation in numerical concepts and skills, and are able to apply those skills in the classroom, as well as, in daily life.

4. Additional Curriculum Area:

With our mission to educate, develop, and provide students with a well-rounded social studies curriculum, textbooks are used in tandem with other resources. Discovery Education allows teachers to utilize digital content and interactive lessons. Laptops are provided for classroom lessons and research. Additional activities include a Thanksgiving play, Christmas around the world, constructing an imaginary continent, portrayals of famous African Americans, and creating a Virginia history scrapbook. Current events include researching elections and newspaper projects which encourage students to develop informed opinions. Learning outside the classroom is provided with field trips to a fire station, the Historical Society, Jamestown, the capitol building in Richmond, a farm to experience the life of a Virginian in the 1800s, the Richmond Holocaust Museum, and the Constitution Lab at the National Archives in Washington D.C. A school newspaper, geography, and stock market clubs also reinforce curriculum. In addition, each grade level develops projects related to its curriculum to share in a social studies fair, and students participate in the National Geography Bee. Faculty collaboration occurs with regular meetings to discuss ways to enrich curriculum and share ideas.

Developing a close relationship with God is paramount to our school. Social studies aids students in achieving this by connecting curriculum with the call of God to protect human dignity, become stewards of the Earth, and care for the less fortunate. They learn how government and worship practices differ and develop through time focusing on our present day government and how we practice our faith today.

Emphasis is placed on the need to show respect for human dignity and learn from past mistakes. Students provide service through outreach projects which provide for those less fortunate and tie in concepts of justice and distribution of resources. Two extracurricular clubs, the Social Justice Club and the Eco-Eagles focus on stewardship, human dignity and protecting the environment through conservation and recycling.

Providing diverse and unique perspectives from people in our community is important. Guest speakers are one way we accomplish this. Some are within our community such as a parent from South America who shares knowledge of her Incan ancestry, and priests from local churches giving talks on Bible history. Others from outside our school community include a Comboni Missionary Sister from Africa, the Assistant Attorney General for Virginia, and an Iraqi-American who offers students a perspective of ancient Mesopotamia and modern-day Iraq.

5. Instructional Methods:

At St. Edward-Epiphany School (SEES) teachers believe the more ways you teach, the more students you reach. Differentiated instruction makes it possible for teachers to respond to the diverse needs of students with varied backgrounds, learning styles, interests, and skills.

At SEES students' education is enhanced through learning centers, children assisting other children, flexible group instruction, cooperative learning, use of headphones, manipulatives, calculators, oral presentations, journaling, researching, and educational music. The use of graphic organizers and investigative reporting help children reach their potential. Strategies such as jig-saw, self-selected study, and tasks geared to multiple intelligences foster independence and challenge imagination.

Technology is utilized through our updated computer lab, mobile laptop carts, and classroom computers. The students use laptops for small group projects, individual research, Power Point presentations, and practicing keyboarding skills. Subscriptions to educational websites such as Discovery Education provide engaging lessons to enhance curriculum.

The Advanced Enrichment program provides additional opportunities in the primary grades. Highly motivated, self-directed students participate in higher level projects, assessments, and challenges beyond the basic curriculum. In the intermediate and junior high levels, instruction is modified for qualified students through advanced placement. This provides achievement through critical thinking, problem solving, and inferencing.

The Academic Resource Team meets monthly to discuss referred struggling students. Academic, speech and language, or emotional needs are addressed and a plan of action determined. Students with formal diagnosis of a learning deficit are provided with systematic one-on-one or small group sessions using multi-sensory instruction. Speech and language related issues are assigned to an in-house speech/language pathologist for therapy. Social skills groups meet weekly to learn strategies to improve interaction with peers. Close communication between teacher, parents, and resource personnel provides current information related to each student's progress.

Learning continues outside the classroom with various clubs such as geography, stock market, environmental awareness, school newspaper, Literature and Lunch, and Munchin' Math. Teachers also make themselves available before and after school and during recess for further instructional assistance. In addition, there is a primary and an intermediate aide to work with individual students.

At SEES we strive to create a classroom environment that is structured in various ways to meet a variety of learning outcomes. Our goal is to build a community of learners that promotes independence, encourages participation, takes risks, shares skills, and creates an atmosphere in which the success of each learner is paramount.

6. Professional Development:

St. Edward-Epiphany Catholic School (SEES) is committed to a continuous program of professional development and believes it an important part of ensuring the achievement of all students. Our highly qualified staff participates in a variety of learning opportunities based on career development, teacher interest, instructional needs, and motivation for a life time of learning. Our teachers participate in training programs in diverse venues. The faculty participates in mandated diocesan seminars offered by the Office of Catholic Education at the yearly conference which includes nationally renowned educational specialists as main speakers and break-out sessions with peer led mini-workshops. Faculty members also participate in individual programs offered by Chesterfield County Public Schools, programs through the International Dyslexia Association and conferences through Virginia Art Council. Pathways and various adult formation workshops are available to further their qualifications for Handing-on-the-Faith certification. SEES faculty additionally pursues professional growth through graduate and non-graduate level courses to obtain teaching endorsements and re-certification points. Teachers implement these newly acquired skills in the classroom.

At SEES professional development is on-going and teachers continually focus on key areas of need as identified by administration, team leaders, monthly content-area divisional meetings, and weekly faculty meetings. Within these meetings Terra Nova test scores, ACRE test scores, and Diocesan Spanish and Algebra test scores are discussed. Additionally, through the professionalism and expertise of leadership and mentoring teachers, areas of strengths and weakness are addressed; benchmarks are set, annual goals are put in place, and learning plans are implemented. New teachers are also paired with grade-level partners and team leaders to provide high level professionalism to our students.

Teachers are trained on new programs in technology such as Grade Quick, Mouse Magic, Discovery Education, and Think Central. Discussions of current trends in education and educational materials in professional journals such as *Educational Leadership*, *Science Scope* and *Yale Scientific* are shared with the faculty as a means for all teachers to learn and to grow as professionals. Through this continuous professional development, our teachers serve as a model for our students and help them establish a life-long pride in learning.

7. School Leadership:

The leadership of St. Edward-Epiphany School (SEES) operates under a clear organizational structure. The principal, who upholds the mandates of the diocese, oversees the School Board, H.S.A, Director of Development, Finance Committee, Facilities Coordinator, Daycare, and Admissions. She and the assistant principal supervise all faculty, staff, and programs to assure that the vision and philosophy of SEES is upheld. The principal brings a wealth of experience and expertise to our administrative team, having served as a leader of our school for over twenty-five years. Her role in our community is vital in that she facilitates strong collaboration amongst our stakeholders. The atmosphere of SEES is one of partnership due largely to the administrative efforts to build strong communication amongst the divisions. Each branch is committed to promoting the vision and philosophy of SEES.

At SEES we strive to create an academic environment that educates the whole child spiritually, intellectually, emotionally, socially, and physically. Our vision to provide a challenging and spiritual learning community is supported by our parents, teachers, students, and church members. Each stakeholder provides leadership opportunities within our school community that enhance the academic and spiritual growth of our children.

Our Parent Involvement Program which serves the classrooms, fundraising, and community activities has documented over 10,000 involvement hours per year in recent years. Parents are also responsible for coaching our intramural sports which include soccer, basketball, cross country/track, and volleyball. In addition to sports, our parent-sponsored extra curricular activities include Chess Club, Lego League, Kaleidoscope, and Scouts.

Teachers serve as a vital resource in the development of our student's talents and gifts both in and beyond the classroom. They offer extra-curricular activities that promote leadership and academic enrichment such as our Spirit Club, Stock Market Club, Lunch and Literature, Munchin' Math, Eco-Eagles, Adventures in Justice, Geography Club, yearbook, art enrichment, and school newspaper.

In addition to participating in sports and academic enrichment clubs, SEES students enjoy the opportunity to serve as liturgical leaders within our church community. They also serve in "essential non-academic" roles such as school safeties and "big buddies" for our younger students.

The administration oversees programs in each of these areas by encouraging stakeholders to utilize and share their talents with our students. As SEES celebrates "50 Years of Faith and Excellence," we recognize that our long-standing success is due to the collaborative spirit of our administrative team and our stakeholders.

PART VI - PRIVATE SCHOOL ADDENDUM

12PV85

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4320</u>	<u>\$4320</u>	<u>\$4320</u>	<u>\$4320</u>	<u>\$4320</u>	<u>\$4320</u>
K	1st	2nd	3rd	4th	5th
<u>\$4320</u>	<u>\$4320</u>	<u>\$4320</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$7580</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5461

5. What is the average financial aid per student? \$1200

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
3%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 13%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: 2nd Edition 1996/3rd

Publisher: CTB

Scores reported as:

Edition 2008

McGraw-Hill

Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	85	79	80	72	78
Number of students tested	45	40	38	32	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Diocese changed from the 2nd edition to the 3rd edition of the Terra Nova in March of 2009.					

12PV85

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 2nd Edition 1996/3rd

Publisher: CTB

Scores reported as:

Edition 2008

McGraw-Hill

Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	81	80	75	77	80
Number of students tested	45	40	38	32	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Diocese changed from the 2nd edition to the 3rd edition of the Terra Nova in March of 2009.					

12PV85

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova

Edition/Publication Year: 2nd Edition 1996/3rd

Publisher: CTB

Scores reported as:

Edition 2008

McGraw-Hill

Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	73	72	70	80	79
Number of students tested	37	38	30	46	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Diocese changed from the 2nd edition to the 3rd edition of the Terra Nova in March of 2009.					

12PV85

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: 2nd Edition 1996/3rd

Publisher: CTB

Scores reported as:

Edition 2008

McGraw-Hill

Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	83	77	81	85	83
Number of students tested	37	38	30	46	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Diocese changed from the 2nd edition to the 3rd edition of the Terra Nova in March of 2009.					

12PV85

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: 2nd Edition 1996/3rd

Publisher: CTB

Scores reported as:

Edition 2008

McGraw-Hill

Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	82	73	83	75	84
Number of students tested	38	32	48	42	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Diocese changed from the 2nd edition to the 3rd edition of the Terra Nova in March of 2009.					

12PV85

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: 2nd Edition 1996/3rd

Publisher: CTB

Scores reported as:

Edition 2008

McGraw-Hill

Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	83	85	83	85	89
Number of students tested	38	32	48	42	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Diocese changed from the 2nd edition to the 3rd edition of the Terra Nova in March of 2009.					

12PV85

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: 2nd Edition 1996/3rd

Publisher: CTB

Scores reported as:

Edition 2008

McGraw-Hill

Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	78	75	73	86	80
Number of students tested	34	42	46	38	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Diocese changed from the 2nd edition to the 3rd edition of the Terra Nova in March of 2009.					

12PV85

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: 2nd Edition 1996/3rd

Publisher: CTB

Scores reported as:

Edition 2008

McGraw-Hill

Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	83	81	82	84	82
Number of students tested	34	42	46	38	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Diocese changed from the 2nd edition to the 3rd edition of the Terra Nova in March of 2009.					

12PV85

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: 2nd Edition 1996/3rd

Publisher: CTB

Scores reported as:

Edition 2008

McGraw-Hill

Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	87	85	89	86	88
Number of students tested	42	40	33	44	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The Diocese changed from the 2nd edition to the 3rd edition of the Terra Nova in March of 2009.					

12PV85

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: 2nd Edition 1996/3rd

Publisher: CTB

Scores reported as:

Edition 2008

McGraw-Hill

Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Average Score	81	81	84	82	84
Number of students tested	42	40	33	44	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
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12PV85